

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS DE TEACHERS, DESERVE, AND TAKENE					
	Teachers	Students	Parents		
Number of surveys returned	43	76	23		
Percent satisfied with learning environment	72.1%	77.0%	69.6%		
Percent satisfied with social and physical environment	62.8%	74.7%	73.9%		
Percent satisfied with home-school relations	33.3%	77.0%	78.3%		

Burton Pack Elementary								4001089
PACT PERFORMANCE	BY GR	OUP						
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		DUP Refitesting	Er	iglish/Lar	nguage A	rts		
All students	279	99.3	51.8	32.0	15.3	0.9	16.2	17.6
Gender								
Male	145	98.6	62.6	24.3	12.2	0.9	13.0	17.6
Female	134	100.0	40.2	40.2	18.7	0.9	19.6	17.6
Racial/Ethnic Group								47.0
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	279	99.3	51.8	32.0	15.3	0.9	16.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	246	99.2	52.5	29.3	17.2	1.0	18.2	17.6
Disabled	33	100.0	45.8	54.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	279	99.3	51.8	32.0	15.3	0.9	16.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	279	99.3	51.6	32.1	15.4	0.9	16.3	17.6
Socio-Economic Status								
Subsidized meals	226	99.6	50.3	33.9	14.7	1.1	15.8	17.6
Full-pay meals	51	98.0	57.8	24.4	17.8	N/A	17.8	17.6
All students	070	100.0	F4.0		matics	0.7	0.4	45.5
Gender	279	100.0	54.0	36.6	6.7	2.7	9.4	15.5
Male	4.45	100.0	55.6	20.2	3.4	1.7	5.1	15.5
Female	145			39.3				
Racial/Ethnic Group	134	100.0	52.3	33.6	10.3	3.7	14.0	15.5
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American		100.0	54.0	36.6	6.7	2.7	9.4	15.5
Asian/Pacific Islander	279							
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Not disabled	040	100.0	E0.0	20.7	7.5	2.0	10.6	15.5
Not disabled Disabled	246	100.0	50.8	38.7	7.5	3.0	10.6	15.5
	33	100.0	80.0	20.0	N/A	N/A	N/A	15.5
Migrant Status	NI/A	0.0	NI/A	N1/A	NI/A	NI/A	NI/A	15.5
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	279	100.0	54.0	36.6	6.7	2.7	9.4	15.5
English Proficiency								

Abbreviations for Missing Data

N/A

53.8

54.5

52.2

N/A

36.8

37.1

34.8

N/A

6.7

6.2

8.7

N/A

2.7

2.2

4.3

N/A

9.4

8.4

13.0

15.5

15.5

15.5

15.5

N/A

279

226

51

0.0

100.0

100.0

100.0

Limited English proficient

Non-limited English proficient

Socio-Economic Status Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

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		Enrolle	and less	0/08	ol.	0/0	0/0	Advan Profic
				English	n/Langua	ge Arts		
	Grade 3	86	N/A	36.0	39.5	23.3	1.2	24.4
	Grade 4	83	N/A	49.4	40.7	9.9	N/A	9.9
2002	Grade 5	83	N/A	38.6	53.0	8.4	N/A	8.4
2	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	93	98.9	41.3	34.7	21.3	2.7	24.0
	Grade 4	93	98.9	40.0	41.3	18.7	N/A	18.7
2003	Grade 5	93	100.0	75.0	19.4	5.6	N/A	5.6
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				M	athematio	cs		
	Grade 3	86	N/A	67.4	29.1	2.3	1.2	3.5
	Grade 4	83	N/A	61.0	28.0	7.3	3.7	11.0
2002	Grade 5	83	N/A	53.0	39.8	6.0	1.2	7.2
2	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	93	100.0	50.0	39.5	7.9	2.6	10.5
	Grade 4	93	100.0	39.5	47.4	9.2	3.9	13.2
2003	Grade 5	93	100.0	73.6	22.2	2.8	1.4	4.2
2	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROF	

C	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 497)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Down from 3.3%	2.8%	2.4%
Attendance rate	93.9%	Up from 91.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.8%	Up from 4.3%	5.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.2%	Down from 6.4%	8.1%	8.0%
Older than usual for grade	0.6%	Down from 0.9%	2.6%	1.1%
Suspended or expelled	1.6%	Up from 1.3%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	57.1%	Up from 43.8%	46.9%	50.0%
Continuing contract teachers	59.5%	Up from 47.9%	79.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	66.0%	N/A	80.8%	86.2%
Teacher attendance rate	92.9%	Down from 95.7%	95.0%	95.3%
Average teacher salary	\$37,007	Up 3.4%	\$38,455	\$39,909
Prof. development days/teacher	13.5 days	Up from 9.5 days	13.5 days	11.4 days
School				
Principal's years at school	1.0	No change	3.0	4.0
Student-teacher ratio	19.0 to 1	Down from 20.1 to 1	17.0 to 1	18.9 to 1
Prime instructional time	84.7%	Down from 86.6%	88.5%	89.7%
Dollars spent per pupil*	\$5,582	Up 3.8%	\$6,643	\$5,892
Percent spent on teacher salaries*	66.1%	Down from 71.6%	64.6%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	71.2%	Up from 38.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With approximately 550 students and 70 staff members, Burton-Pack Elementary opened its doors in August 2000. Staff and students of this facility strive daily to uphold the school's mission statement and vision. The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration; respect for individual and cultural differences; an atmosphere in which students can develop self-worth; and parent/community involvement and support.

On the 2002 Palmetto Achievement Challenge Test (PACT), the school's absolute rating increased from unsatisfactory to below average. This growth was a result of the five percentage-point increase in English/Language Arts and the three percentage-point gain in Math.

To enhance the instructional program of Burton-Pack, several initiatives were implemented, which included the After-School Tutorial Program; Renaissance Learning; small-group instruction, especially in grades 3-5; and Math Instructional Focus. The After-school Program served approximately 395 students on an on-going basis. The program provided homework assistance and tutoring in math and reading in a structured and supervised environment.

Renaissance solutions enhanced the curriculum with a combination of research-based information tools to help educators dramatically accelerate learning for all students. Small-group instruction occurred with 10 retirees providing four hours of math and reading instruction to students in grades 3, 4, and 5 on Mondays-Thursdays. The final initiative was the Math Instructional Focus. On each Wednesday morning, homeroom teaches, related-arts teachers, and support staff engaged in team teaching. Rigorous and challenging math activities were done with all students.

In addition to the academic improvements, there has been an increase in parental involvement, more community support, enhanced staff relationships, and improved student discipline.

Gains in student achievement are expected to continue as a result of the school initiatives, district programs, and our desire to have 80% of our students to meet or exceed the state standards by 2005.

Denise Collier, Principal, Burton-Pack Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.